

McClellanville Middle

711 Pinckney Street
McClellanville, SC 29458

Grades 6-8 Middle School

Enrollment 169 Students

Principal William C. Price 843-887-3232

Superintendent Dr. Maria L. Goodloe-Johnson 843-937-6319

Board Chair Ms. Nancy Cook 873-760-2635

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

BELOW AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	0	0	4	20

IMPROVEMENT RATING

BELOW AVERAGE

ADEQUATE YEARLY PROGRESS

YES

This school met 13 out of 13 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Good	Yes
2005	Below Average	Unsatisfactory	No
2006	Below Average	Below Average	Yes

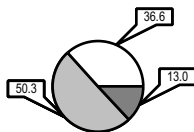
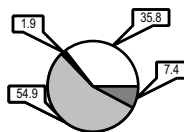
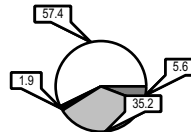
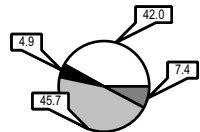
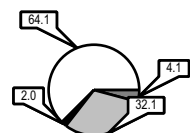
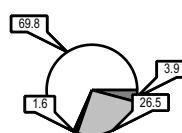
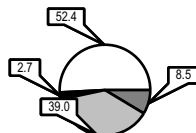
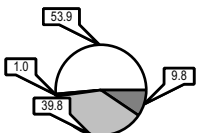
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

96.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	84.5
English 1	N/A	70.4
Biology 1/Applied Biology 2	N/A	48.5
Physical Science	N/A	24.8
All Subjects	100.0	75.5

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	171	94.2	32.5	53.6	13.9	0.0	20.5	Yes	Yes
Gender									
Male	87	92.0	42.5	52.1	5.5	0.0	12.3	N/A	N/A
Female	84	96.4	23.1	55.1	21.8	0.0	28.2	N/A	N/A
Racial/Ethnic Group									
White	18	94.4	18.8	56.3	25.0	0.0	37.5	I/S	I/S
African American	151	94.0	33.6	53.7	12.7	0.0	18.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	144	100.0	27.6	56.7	15.7	0.0	22.4	N/A	N/A
Disabled	27	63.0	70.6	29.4	0.0	0.0	5.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	94.2	32.5	53.6	13.9	0.0	20.5	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	169	94.1	32.0	54.0	14.0	0.0	20.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	168	94.0	32.9	53.7	13.4	0.0	20.1	Yes	Yes
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	171	94.2	31.1	58.9	7.9	2.0	23.2	Yes	Yes
Gender									
Male	87	92.0	41.1	49.3	8.2	1.4	23.3	N/A	N/A
Female	84	96.4	21.8	67.9	7.7	2.6	23.1	N/A	N/A
Racial/Ethnic Group									
White	18	94.4	31.3	43.8	18.8	6.3	37.5	I/S	I/S
African American	151	94.0	30.6	61.2	6.7	1.5	21.6	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Disability Status									
Not Disabled	144	100.0	26.9	61.9	9.0	2.2	25.4	N/A	N/A
Disabled	27	63.0	64.7	35.3	0.0	0.0	5.9	I/S	I/S
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	94.2	31.1	58.9	7.9	2.0	23.2	N/A	N/A
English Proficiency									
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	169	94.1	30.7	59.3	8.0	2.0	23.3	N/A	N/A
Socio-Economic Status									
Subsidized meals	168	94.0	30.9	59.1	8.1	2.0	23.5	Yes	Yes
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	171	100.0	57.1	35.4	5.6	1.9	7.5
Gender							
Male	87	100.0	63.8	31.3	5.0	0.0	5.0
Female	84	100.0	50.6	39.5	6.2	3.7	9.9
Racial/Ethnic Group							
White	18	100.0	47.1	29.4	11.8	11.8	23.5
African American	151	100.0	58.0	36.4	4.9	0.7	5.6
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	144	100.0	50.7	40.3	6.7	2.2	9.0
Disabled	27	100.0	88.9	11.1	0.0	0.0	0.0
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	100.0	57.1	35.4	5.6	1.9	7.5
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	169	100.0	56.9	35.6	5.6	1.9	7.5
Socio-Economic Status							
Subsidized meals	168	100.0	57.2	35.8	5.0	1.9	6.9
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S

Social Studies							
All Students	171	100.0	41.6	46.0	7.5	5.0	12.4
Gender							
Male	87	100.0	47.5	40.0	7.5	5.0	12.5
Female	84	100.0	35.8	51.9	7.4	4.9	12.3
Racial/Ethnic Group							
White	18	100.0	47.1	35.3	0.0	17.6	17.6
African American	151	100.0	40.6	47.6	8.4	3.5	11.9
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Hispanic	2	100.0	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Disability Status							
Not Disabled	144	100.0	35.8	50.0	8.2	6.0	14.2
Disabled	27	100.0	70.4	25.9	3.7	0.0	3.7
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	171	100.0	41.6	46.0	7.5	5.0	12.4
English Proficiency							
Limited English Proficient	2	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	169	100.0	41.3	46.3	7.5	5.0	12.5
Socio-Economic Status							
Subsidized meals	168	100.0	41.5	45.9	7.5	5.0	12.6
Full-pay meals	3	100.0	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	57	100.0	48.0	46.0	6.0	0.0	6.0
	7	73	98.6	33.9	56.5	8.1	1.6	9.7
	8	65	100.0	39.0	49.2	10.2	1.7	11.9
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	46	91.3	47.5	40.0	12.5	0.0	12.5
	7	65	96.9	28.6	60.7	10.7	0.0	10.7
	8	60	93.3	25.5	56.4	18.2	0.0	18.2
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	57	100.0	42.0	48.0	6.0	4.0	10.0
	7	73	97.3	21.0	62.9	11.3	4.8	16.1
	8	65	100.0	35.6	55.9	8.5	0.0	8.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	46	91.3	27.5	60.0	12.5	0.0	12.5
	7	65	96.9	32.1	60.7	3.6	3.6	7.1
	8	60	93.3	32.7	56.4	9.1	1.8	10.9
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	57	100.0	58.0	34.0	2.0	6.0	8.0
	7	73	98.6	32.3	58.1	8.1	1.6	9.7
	8	65	100.0	55.9	39.0	3.4	1.7	5.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	46	100.0	72.7	22.7	2.3	2.3	4.5
	7	65	100.0	41.4	48.3	8.6	1.7	10.3
	8	60	100.0	61.0	32.2	5.1	1.7	6.8
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	57	100.0	22.0	56.0	20.0	2.0	22.0
	7	72	98.6	45.2	48.4	4.8	1.6	6.5
	8	65	100.0	44.1	47.5	6.8	1.7	8.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	46	100.0	34.1	38.6	13.6	13.6	27.3
	7	65	100.0	48.3	43.1	5.2	3.4	8.6
	8	60	100.0	40.7	54.2	5.1	0.0	5.1

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 169)				
Students enrolled in high school credit courses (grades 7 & 8)	15.7%	Up from 14.0%	9.5%	16.7%
Retention rate	10.7%	Up from 3.0%	4.3%	2.5%
Attendance rate	95.0%	Down from 95.1%	95.0%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	5.9%	Up from 4.1%	3.4%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	5.9%	Up from 3.6%	3.3%	1.0%
Eligible for gifted and talented	8.4%	Down from 12.4%	5.1%	15.6%
On academic plans	57.0%	N/AV	52.9%	39.9%
On academic probation	15.7%	N/AV	4.7%	0.7%
With disabilities other than speech	12.4%	Up from 11.4%	15.0%	12.4%
Older than usual for grade	10.7%	Down from 12.0%	8.8%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.8%	Down from 2.7%	2.3%	0.9%
Annual dropout rate	0.7%	Down from 1.0%	0.0%	0.0%
Teachers (n= 19)				
Teachers with advanced degrees	68.4%	Up from 52.9%	55.0%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	30.8%	N/A	19.3%	9.1%
Teachers with emergency or provisional certificates	5.6%	Down from 8.3%	20.0%	5.6%
Teachers returning from previous year	79.9%	Up from 73.9%	77.2%	84.6%
Teacher attendance rate	95.3%	Up from 93.3%	94.2%	94.8%
Average teacher salary	\$41,898	Up 1.9%	\$40,629	\$42,267
Prof. development days/teacher	18.1 days	Up from 15.3 days	12.8 days	11.9 days
School				
Principal's years at school	2.0	Up from 1.0	2.0	3.0
Student-teacher ratio in core subjects	13.3 to 1	Down from 15.2 to 1	17.5 to 1	21.1 to 1
Prime instructional time	88.3%	Up from 86.6%	86.9%	89.0%
Dollars spent per pupil*	\$9,725	Up 1.7%	\$8,376	\$6,243
Percent of expenditures for teacher salaries*	46.2%	Down from 57.4%	54.5%	59.8%
Percent of expenditures for instruction*	61.1%		62.0%	65.2%
Opportunities in the arts	Fair	Down from Good	Good	Good
Parents attending conferences	99.0%	No change	83.5%	97.4%
SACS accreditation	No	No change	Yes	Yes
Character development	Good	Up from Average	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	10.7%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	10.5%	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	No
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McClellanville Middle is a rural school on the northern boundary of Charleston County. We are located in a historic fishing village surrounded by beautiful oaks, shrimp boats, and coastline. Our school is known for its powerful Doric columns and rows of Palmettos. The celebrated architecture has won several awards and is truly one of the best-kept secrets in Charleston.

McClellanville Middle School is in the third year of its Comprehensive School Reform Demonstration Grant with Turning Points. The New American Schools design coordinated by the Center for Collaborative Education (CCE) focuses on creating a professional collaborative culture and making data-based decisions to improve student achievement. Our school collects, correlates, and disaggregates data to make informed decisions about student achievement. With the use of diagnostic testing, surveys, and evaluations, McClellanville Middle has ascertained that literacy is the primary area of focus. We have worked diligently to provide opportunities for students to be more engaged in reading, writing, and speaking. The Media Specialist designed and implemented a unique competition entitled Battle of the Books. Students read daily in their advisory classes to meet their annual goal of 25 books and battled against each other by answering questions related to the books on the reading lists. It was an exciting experience to observe students energized about reading.

The same competitive spirit transcends to our athletic programs as well. We are a very small but aggressive school in football, basketball, volleyball, and track. Several of our students have gone on to compete at the state level. We encourage our youth to participate in extracurricular activities and hope to expand our programs in the future.

McClellanville Middle School has made much academic progress over the past few years. We have many challenges to overcome with the rigors of AYP and No Child Left Behind, but we are confident that our students will continue to improve with excellent instruction and attention to data. Our school is committed to the students, families, and communities we serve.

It takes the combined efforts of these stakeholders to make McClellanville Middle School a great school! Together, we will achieve performance excellence and promote reliable, responsible, respectful students.

William C. Price, Principal
George Brown, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	15	51	28
Percent satisfied with learning environment	33.3%	72.5%	78.6%
Percent satisfied with social and physical environment	53.3%	76.0%	78.6%
Percent satisfied with school-home relations	6.7%	87.8%	81.5%

*Only students at the highest middle school grade level at this school and their parents were included.